

THE IMPACT OF INTERNET ON THE PERFORMANCE OF STUDENTS IN TERTIARY INSTITUTION

BY

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APPROVAL PAGE

This research work has been read and approved by the undersigned on behalf of the Department of Office Technology and Management, Institute of Information and Communication Technology, Kwara State Polytechnic, Ilorin. In partial fulfillment of the requirements for the award of Higher National Diploma in Office Technology and Management.

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DEDICATION

Glory be to Almighty God for the success of this project and also to my loving mother (Mrs. Adebisi) for her endless guidance and support.

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Above all, all glory belongs to almighty God, my creator, my strong pillar, my ever retentive memory who always give me, wisdom and knowledge in everything I do. He has been the source of my strength throughout this program.

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ABSTRACT

The rapid advancement of information and communication technology has transformed the landscape of education, with the internet emerging as a powerful tool for learning and academic development. This study examines the Impact of Internet on the performance of Students in Tertiary Institution and explores how its use has redefined the nature, pattern, and quality of students' engagement with academic materials. The research identifies both the positive and negative influences of internet usage on reading culture. On the positive side, the internet has enhanced access to diverse, up-to-date academic resources such as e-books, scholarly journals, database, and educational videos, making it easier for students to engage in self-directed and flexible learning. It supports multimedia and interactive reading, fosters collaborative learning through forums and academic platforms, and contributes to the development of digital literacy skills essential in the 21st century. However, the study also reveals several challenges. These include a decline in deep reading and concentration, the dominance of non-academic internet usage (e.g. social media, entertainment), exposure to misinformation, and reduced physical library patronage. Additionally, excessive internet use has contributed to shortened attention spans, poor time management, and academic procrastination among students. The study recommends increased institutional support for digital learning, awareness programs on responsible internet use, and efforts to retrieve traditional reading habits in a balanced digital environment.

Keywords: **Impact, Internet, Student Performance, and Tertiary Institution.**

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

The internet has become an indispensable tool in modern society, revolutionizing the way people communicate, access information, and learn. In Nigeria, the internet has become increasingly accessible, with the number of internet users growing exponentially over the years. Tertiary institutions in Nigeria have not been left out of this trend, with many institutions providing internet access to their students.

According to the Nigerian Communications Commission (NCC), the number of internet subscribers in Nigeria increased from 44.5 million in 2015 to 123.4 million in 2020. This growth in internet usage has been driven by the increasing availability of affordable internet services, the proliferation of mobile devices, and the growing demand for online education and digital skills.

In today's digital age, the internet has become a crucial component of everyday life, especially in the academic environment. It provides instant access to an enormous amount of information, making it an essential tool for students in tertiary institutions. The availability of online journals, e-books, academic databases, and multimedia resources has transformed the way students read, learn, and carry out research.

However, while the internet has improved access to information, it has also brought about a shift in students' reading habits. Traditional reading from printed textbooks and academic materials appears to be declining, as many students now prefer

reading short, summarized, and sometimes unverified content online. The ease of accessing social media, entertainment websites, and other non-academic platforms also contributes to reduced attention to deep academic reading.

The internet has transformed the way students learn, interact, and access educational resources. Online learning platforms, educational websites, and social media have made it possible for students to access high-quality educational content, connect with peers and educators, and develop new skills and competencies.

The internet is a two word combined together i.e. international and network, can be viewed as the world wide connection of computer networks, co-operating with each other to exchange data using a common software standard. It is global network connecting millions of computers around the world together to share the same source. It is sometimes called the Net and is a worldwide system of computer network that allow users to send and receive information from others.

Asabere and Enguah (2015) describe “Internet as the tools, facilities, processes, and equipment that provide the required environment with the physical infrastructure and the services for the generation, transmission, processing, storing and disseminating of information in all forms including voice text, data, graphics and video”. Therefore, it is evident that internet is playing an important role in several sectors of world development included the office management where the secretary also contributes as an employee in the organization as well as “the vital role the organization plays in the achievement of her goals and objectives.

According to Raji (2014), internet is the global information system that provides uses or makes accessible, either publicly or privately high level services layered on the communication and related infrastructure.

The internet has revolutionized the computer and communication world like nothing before. The invention of telegraph, telephone, radio and computer has set the stage for thus unprecedented integration of capabilities. The internet is at once a worldwide broadcasting capability. A mechanism for information dissemination and a medium for collaboration and integration between individual and their computers without regard for geographic location. The internet represents one of the most successful examples of the benefit of sustained investment and commitment to reach and develop of information infrastructure. Today, in information and communication technology, we use the term like e-mail: this term is commonly used in browsing on the internet and when sending or receiving e-mail from one location to the other.

According to Raji and Abdulkareem (2015) internet simply stands for international network and can be defined as the global information system that provides, use or make accessible, either publicly or privately high level services layered on the communications and related infrastructure.

This means that internet is global network connecting millions computers around the world together to share the same resources. Also, Akewusola and Saad (2012) stated that: “The internet is the worldwide network of networks.”

The internet opens the doors to multicultural education, establishes real-world learning experiences, while inviting higher order thinking skills. When students are exposed to internet-based curriculum, they will be able to offer and use such internet services such as E-mails, Newsgroup, tele/video conferencing, the Word Wide Web and e-commerce facilities. With the internet, students can have access to lecturers in other schools all over the world. This is because the internet is a vast library storing latest information and capable of reaching vast geography as it provides resources for research and education. The potential benefits of internet knowledge and skills to students include getting richer and more effective learning resources, providing a more flexible pace of learning providing students with new, exciting and challenging resources.

Tertiary institutions, especially universities, polytechnics, and colleges of education, are hubs of learning that require access to up-to-date information. The internet aids in this regard, offering electronic libraries, academic databases, and educational platforms. Nonetheless, distractions like social media, online games, and entertainment sites can negatively affect students' focus and time management.

Tertiary institutions use the internet to support digital learning platforms (e.g., Learning Management Systems), provide access to online libraries, offer virtual lectures, and maintain academic communication. The internet has made learning more flexible, with students accessing educational materials from any location at any time. It also encourages collaboration through online forums, emails, and video conferencing. Thus, the internet has become an indispensable part of modern tertiary education, shaping how students learn and engage with academic content.

There are credible reasons for internet-based curricula for all schools. The internet acts as a bulletin board because it serves message and leaves them posted for all others to see. Students can also learn how to do research by using the internet as they learn to search and gather relevant materials and course materials from other institution and universities while practice examination questions are also available on the internet.

Given the growing importance of the internet in education, there is a need for research that explores its impact on students in tertiary institutions in Nigeria. This study aims to investigate the impact of the internet on students' academic performance, social relationships, and mental health, and to identify strategies for promoting responsible internet usage and mitigating its negative effects.

1.2 Statement of the Problem

While the internet is a powerful tool for learning, many students misuse it. Instead of leveraging it for academic improvement, students often spend excessive time on non-academic activities.

The impact of the internet on student performance in tertiary institutions is a pressing concern that warrants investigation. The widespread adoption of the internet has transformed the way students access and engage with reading materials, presenting both opportunities and challenges. Excessive internet use has been linked to decreased attention span, reduced academic performance, and increased risk of cyberbullying and online harassment.

Furthermore, the internet can be a distraction, leading students away from their academic pursuits and towards non-academic activities such as social media, online gaming, and streaming. This study seeks to investigate how the internet influences students' performance whether it enhances or hinders it and the extent to which it is integrated into students' academic performance.

1.3 Objectives of the Study

The general objective of the study was to examine the Impact of Internet and the way it Influences Students Reading in Tertiary Institution in Nigeria taking into cognizance a case study of Kwara State University, Malete and University of Ilorin, Ilorin. The specific objectives of the study are to:

1. Examine the level of internet usage among students in tertiary institutions in Nigeria.
2. Identify the benefits and drawbacks of internet usage among students in tertiary institutions in Nigeria.
3. Investigate the impact of internet usage on the academic performance of students in tertiary institutions in Nigeria.
4. Determine whether the use of internet in the process of teaching and learning can serve as the efficiency of an institution.
5. Access the benefit of internet as the efficiency of student performance in tertiary institution.

1.4 Research Questions

This study aims to investigate The Impact of Internet on the performance of Students in Tertiary Institution in Nigeria. Specifically, the study seeks to answer the following research questions:

1. What is the level of internet usage among students in tertiary institutions in Nigeria?
2. What are the benefits and drawbacks of internet usage among students in tertiary institutions?
3. How does internet usage affect the academic performance of students in tertiary institutions in Nigeria?
4. To what extent is the use of internet in the process of teaching and learning can serve as the efficiency of an institution.
5. What is the benefit of internet as the efficiency of student performance in tertiary institution?

1.5 Significance of the Study

Here are the individuals and groups that will benefit from the Impact of Internet and the way it Influences Students Reading in Tertiary Institution in Nigeria:

Students: Students in tertiary institutions in Nigeria will benefit from the internet in several ways, including: access to a vast array of educational resources and information; improved research skills and ability to conduct research online; enhanced collaboration and communication with peers and educators and increased access to online learning platforms and educational websites

Educators: Educators in tertiary institutions in Nigeria will benefit from the internet in several ways, including: improved ability to communicate and collaborate with students and enhanced ability to develop and deliver online courses.

School Authority: - The school authorities and managements will also find the study beneficial. They will be able to know and understand the importance of using internet in the performance of management functions and in teaching and learning, thereby provide necessary enabling environment and adequate ICT facilities that will make the idea to survive.

Staff: The study will assist both academic and non-academic staff to be up and doing. It will gear them up to acquire the necessary skills on how to use or incorporate internet in the course of performances of their duties and functions.

Parents and Guardians: this will benefit them to access to information about their child's education and enhanced their ability to monitor their child's academic progress.

Policymakers: this will help to improve access to information and data about education in Nigeria and increased their ability to develop and implement effective education policies.

Economy: this study will help the country to improved economic growth and development, enhanced ability to attract foreign investment, improved digital infrastructure and capacity and increased opportunities for innovation and entrepreneurship.

1.6 Delimitation

This research is restricted to critically analysis the Impact of Internet and the way it Influences Students Reading in Tertiary Institution in Nigeria. No attempt would be made to go beyond this scope, Kwara State University, Malete and University of Ilorin are the study area.

1.7 Limitations

In ever research there are always constraints which usually hinder the progress or smooth running of the project, however, due to financial ability strength and non-corporation of potential respondents the researcher work could be not be completed on time.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The internet has become an integral part of modern education, providing students with access to a vast array of information, educational resources, and opportunities for collaboration and communication. This influence is multifaceted, presenting both opportunities and challenges that can significantly affect student reading habits and academic performance.

The internet is a global network that connects millions of computers and devices, enabling the sharing of information, communication, and access to various services. In the context of tertiary institutions such as universities, polytechnics, and colleges the internet plays a vital role in facilitating education, research, and administration.

Tertiary institutions use the internet to support digital learning platforms (e.g., Learning Management Systems), provide access to online libraries, offer virtual lectures, and maintain academic communication. The internet has made learning more flexible, with students accessing educational materials from any location at any time. It also encourages collaboration through online forums, emails, and video conferencing. Thus, the internet has become an indispensable part of modern tertiary education, shaping how students learn and engage with academic content.

This chapter reviews existing literature on The Impact of Internet on the performance of Students in Tertiary Institution, with a focus on Nigerian Institution.

2.2 The Internet and its Role in Education

The internet is arguably the most transformative technology of the 21st century, revolutionizing communication, commerce, and most importantly, education. In the context of tertiary education, the internet plays a critical role in providing access to a vast pool of information and resources that support learning and research. Students can now easily access online journals, textbooks, lecture videos, tutorial, academic forums, and institutional repositories.

The internet is a global network of interconnected computers that enables the exchange of information, communication, and access to a vast repository of digital content. Since its mainstream adoption in the late 20th century, the internet has transformed almost every sector of human life none more so than education. In the modern world, the internet is no longer a luxury but a necessity in educational systems, particularly in tertiary institutions where learning is expected to be independent, research-based, and technologically enriched.

1. The Internet as an Information Resource

One of the most significant contributions of the internet to education is unlimited access to information. Unlike traditional libraries that may have limited resources, the internet offers a nearly infinite wealth of educational materials: e-books, academic journals, research articles, lecture notes, videos, and open educational resources (OERs). These resources are available through platforms such as:

- Google Scholar

- JSTOR
- ERIC (Education Resources Information Center)
- ScienceDirect
- PubMed
- YouTube EDU
- Khan Academy, etc.

This vast access empowers students to go beyond the classroom, conduct in-depth research, and broaden their understanding of topics.

2. The Internet and Online Learning (E-Learning)

The internet has enabled the rise of online learning, also known as e-learning, where students can access lessons, assignments, and discussions virtually. With platforms like:

- Moodle
- Google Classroom
- Canvas
- Edmodo
- Zoom
- Coursera
- edX, and more,

Students can now attend lectures, interact with instructors, and complete coursework online, regardless of their location. This flexibility is especially beneficial for distance learners, working students, and those in remote areas.

Moreover, during global crises such as the COVID-19 pandemic, internet-based learning became the primary mode of education, highlighting its indispensability.

3. The Internet and Research

At the tertiary level, academic success heavily depends on the ability to conduct independent research. The internet serves as a powerful tool for sourcing relevant academic content, finding peer-reviewed articles, accessing scientific databases, and connecting with researchers globally.

Students and lecturers can also publish their work online, attend virtual academic conferences, and receive feedback from the global scholarly community, thereby promoting academic growth and innovation.

4. Collaborative and Interactive Learning

The internet promotes collaborative learning by enabling students to work together in real time, regardless of geographic distance. Group projects, discussions, peer reviews, and brainstorming sessions can be facilitated through tools like:

- Google Docs/Sheets
- Microsoft Teams
- Slack
- WhatsApp Groups

- Discussion Forums

These tools promote interaction, teamwork, and collective problem-solving, which are crucial skills in the 21st-century academic and professional environment.

5. The Internet and Educational Innovation

Educators now have access to tools that enhance teaching methodologies. Multimedia content such as simulations, animations, video tutorials, podcasts, and augmented reality (AR) enrich the learning experience. Internet-based assessment tools also allow instructors to create interactive quizzes, exams, and assignments.

Additionally, the use of Artificial Intelligence (AI) and Learning Management Systems (LMS) allows for personalized learning, where students receive recommendations based on their performance and preferences.

6. Academic Communication and Networking

The internet has transformed communication between students and educators. Through emails, learning platforms, and academic forums, students can easily consult lecturers, receive feedback, and participate in academic discussions.

Moreover, the internet provides access to global academic communities. Students can connect with scholars and professionals worldwide through platforms like ResearchGate, LinkedIn, and online academic webinars and conferences. This expands their academic and professional networks.

7. Examination and Assessment

Many institutions now use the internet for online examinations, continuous assessments, and grading. Platforms like Testmoz, Google Forms, and Blackboard allow for the creation and administration of secure, automated assessments. This approach is not only efficient but also reduces administrative burdens and paper usage.

8. Educational Equity and Inclusion

The internet has the potential to bridge educational gaps by offering quality learning opportunities to marginalized populations. Free online courses (MOOCs), open-source materials, and recorded lectures allow learners from low-income backgrounds or underdeveloped regions to access the same quality of education available to privileged students.

However, this potential can only be realized if issues like internet accessibility, affordability, and digital literacy are addressed.

The internet has become an indispensable tool in modern education, reshaping how students learn, how teachers teach, and how academic content is accessed and shared. From enhancing research and collaboration to enabling e-learning and global networking, the internet plays a pivotal role in fostering academic success and innovation.

To fully harness its potential, tertiary institutions must invest in infrastructure, digital literacy training, and policies that promote academic integrity and balanced use. When properly utilized, the internet can be a powerful ally in achieving educational excellence.

2.3 Concept of Internet

The internet is a two word combined together i.e. international and network, can be viewed as the world wide connection of computer networks, co-operating with each other to exchange data using a common software standard. It is global network connecting millions of computers around the world together to share the same source. It is sometimes called the Net and is a worldwide system of computer network that allow users to send and receive information from others.

At first, the Internet appeared as a free and open network with an unspoken accord among consumers that access would not be constrained, that there would be no fees for its use and that freedom of speech would not be proscribed Ahmad & Sharp, (2019).

The opportunities created by the Internet in terms of access to data and information has among others shortened the time that it takes students to submit assignments, undertake research, etc., and respond to queries from their lecturers. With the advent of the Internet, teachers have additional tool for access to information and data that could broaden their horizons and improve their output Appiah, (2018).

The Internet became a communication medium with few curbs. The Internet has opened the entire global environment to organizations, institutions and has permitted almost anyone to access almost any information that may contribute to the accomplishment of particular goals Atre, (2017).

In the current decade, the Internet has contributed positively to minimizing obstacles to direct investment in foreign countries or entry in some educational institutions, firms and industries (Allen, 2020). However, government support and cooperation will be fundamental in specifying how the internet business environment will evolve. For example, who will lead in providing access to the Internet for institutions, organizations and corporations and citizens? Will governments agree on issues regarding security measures and taxation? Will governments allow the free flow of ideas (e.g., Internet censorship)?

According to Raji (2014), internet is the global information system that provides uses or makes accessible, either publicly or privately high level services layered on the communication and related infrastructure.

The internet has revolutionized the computer and communication world like nothing before. The invention of telegraph, telephone, radio and computer has set the stage for thus unprecedented integration of capabilities. The internet is at once a worldwide broadcasting capability. A mechanism for information dissemination and a medium for collaboration and integration between individual and their computers without regard for geographic location. The internet represents one of the most successful examples of the benefit of sustained investment and commitment to reach and develop of information infrastructure. Today, in information and communication technology, we use the term like e-mail: this term is commonly used in browsing on the internet and when sending or receiving e-mail from one location to the other.

Asabere and Enguah (2015) describe “Internet as the tools, facilities, processes, and equipment that provide the required environment with the physical infrastructure and the services for the generation, transmission, processing, storing and disseminating of information in all forms including voice text, data, graphics and video”. Therefore, it is evident that internet is playing an important role in several sectors of world development included the office management where the secretary also contributes as an employee in the organization as well as “the vital role the organization plays in the achievement of her goals and objectives (Justina 2017).

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latest information and capable of reaching vast geography as it provides resources for research and education. The potential benefits of internet knowledge and skills to students include getting richer and more effective learning resources, providing a more flexible pace of learning providing students with new, exciting and challenging resources.

There are credible reasons for internet-based curricula for all schools. The internet acts as a bulletin board because it serves message and leaves them posted for all others to see. Students can also learn how to do research by using the internet as they learn to search and gather relevant materials and course materials from other institution and universities while practice examination questions are also available on the internet.

The contributions of internet to an organization cannot be overlooked because internet is a very powerful communication tool inexpensive, easily available, open through the day, every week, every month and all year round the world. Since its inception, the internet as served as modern technology tool used in an organization to send and receive information within and outside the organization.

Akinwumi (2017) discovered through his research that, “the original and still most common business use the internet other an e-mail in research.” Obviously, the wealth of free information available in new group and through gopher and web can be valuable for marketing, acquisition, product development, regulations, research and many other business research activities. Although the internet provides the point to

point communication vehicle for supplying these services, it will be more significant as a presentation medium for marketing these and other products. In particular, the World Wide Web is shaping up as the perfect electronic bill board. It can also offer splashy graphics and multimedia and can offer Hypertext to expand information about company product and services.

2.4 Effect of Internet on Student Performance in Tertiary Institutions

The performance of students in tertiary institutions is a vital determinant of both individual success and national development. It refers to how well students fulfill their academic responsibilities, including examinations, coursework, research, and overall learning engagement. This performance has far-reaching implications not just for the student, but also for their institution, the economy, and society as a whole. Adeyemi (2016).

1. Effect on Individual Academic and Career Growth

Academic performance greatly influences a student's personal development and future opportunities. High-performing students are often more likely to secure scholarships, gain admission to postgraduate programs, and access a wide range of career paths. Success in school also builds self-confidence and encourages lifelong learning. In contrast, poor performance can result in repeated courses, dropout, and limited job prospects, which may affect a student's confidence and motivation.

2. Effect on Employment and Job Market Preparedness

Employers often use academic records as a benchmark for recruitment. Students who perform well are considered knowledgeable, hardworking, and capable of handling tasks effectively. These graduates tend to find jobs more quickly and perform better in the workplace. On the other hand, students with poor academic records may struggle to meet the requirements of the labor market, leading to underemployment or unemployment.

3. Effect on Tertiary Institutions' Reputation and Development

The collective performance of students affects how a tertiary institution is perceived. High academic standards contribute to a school's reputation, attracting more students, funding, and academic partnerships. Institutions with consistently low student performance may lose credibility, experience reduced enrollment, or face scrutiny from regulatory bodies. In extreme cases, this can lead to loss of accreditation or funding.

4. Effect on National Economic Growth

Well-educated and high-performing graduates contribute positively to the national economy. They bring skills, innovations, and knowledge to industries and public sectors. When students perform poorly, it reflects in the labor force, resulting in a shortage of skilled professionals, lower productivity, and a weaker economy. Educating students who do not perform well also results in wasted educational investment.

5. Effect on Social Mobility and Equality

Academic success can be a powerful tool for lifting individuals and families out of poverty. Students from low-income backgrounds who perform well can access better jobs and living conditions, contributing to greater social equity. Conversely, consistent academic failure may reinforce social inequality, limiting opportunities for upward mobility and perpetuating cycles of poverty.

6. Effect on Mental Health and Emotional Stability

Student performance can have a significant emotional impact. Those who perform well tend to experience greater satisfaction and lower levels of academic stress. Meanwhile, students who struggle may suffer from anxiety, depression, or a sense of failure. These emotional burdens can further affect their academic performance, creating a cycle of stress and underachievement.

7. Effect on Institutional Planning and Policy

Tertiary institutions often rely on performance metrics to assess the effectiveness of their curriculum, teaching methods, and student services. Poor performance across departments or programs may prompt a review of the learning environment, teaching staff, or student support systems. Data on student achievement is essential for strategic planning and quality improvement.

8. Effect on Society and Civic Responsibility

Graduates of tertiary institutions play important roles in shaping society. High-performing students often become responsible citizens who engage in civic activities,

community service, and national development initiatives. In contrast, students who fail to complete their education or who graduate without proper skills may struggle to contribute meaningfully to society and may be more vulnerable to negative influences. The effect of students' performance in tertiary institutions is profound and multidimensional. It influences personal advancement, institutional success, national economic health, and societal development. Ensuring positive academic outcomes requires a joint effort from students, educators, administrators, and policymakers. With the right support systems, resources, and strategies in place, students can achieve their full potential and contribute positively to both their lives and the development of their communities.

2.5 Benefit of Internet Usage on Students Performance in Tertiary Institutions

The internet has revolutionized the way students access and engage with educational resources. In tertiary institutions, internet utilization offers numerous benefits that can enhance student reading performance.

1. Access to a Vast Array of Resources

The internet provides students with access to a vast array of educational resources, including:

- (i) E-books and digital textbooks: Students can access digital versions of textbooks, reducing the need for physical copies and enabling them to study anywhere, anytime.

- (ii) Academic journals and research papers: Online databases and academic journals offer students access to the latest research and scholarly articles, enabling them to stay up-to-date with developments in their field.
- (iii) Online libraries and repositories: Digital libraries and repositories provide students with access to a vast collection of books, articles, and other resources, supporting their academic pursuits.

2. Personalized Learning Experiences

The internet enables students to personalize their learning experiences, including:

- (i) Tailored reading materials: Students can search for and access reading materials that cater to their individual needs and interests.
- (ii) Interactive learning tools: Online resources, such as quizzes, games, and simulations, can make learning more engaging and fun.
- (iii) Self-paced learning: Students can learn at their own pace, reviewing and revisiting material as needed.

3. Improved Research Skills

The internet requires students to develop critical research skills, including:

- (i) Information literacy: Students learn to evaluate online sources, identify credible information, and avoid plagiarism.
- (ii) Advanced search techniques: Students develop skills in using search engines, databases, and other online tools to find relevant information.

- (iii) Critical thinking: Students learn to analyze and evaluate online information, developing their critical thinking skills.

4. Enhanced Collaboration and Communication

The internet facilitates collaboration and communication among students, including:

- (i) Online discussion forums: Students can engage in online discussions, sharing ideas and perspectives with their peers.
- (ii) Collaborative projects: Students can work together on projects, sharing resources and expertise.
- (iii) Instant feedback: Students can receive instant feedback from instructors and peers, supporting their learning and development.

5. Increased Flexibility and Accessibility

The internet offers students increased flexibility and accessibility, including:

- (i) 24/7 access: Students can access online resources and study materials at any time, from any location.
- (ii) Remote learning: Students can participate in online courses and degree programs, regardless of their geographical location.
- (iii) Accessibility features: Online resources can be designed to accommodate students with disabilities, promoting inclusivity and accessibility.

6. Improved Engagement and Motivation

The internet can improve student engagement and motivation, including:

- (i) Interactive and multimedia content: Online resources can include interactive and multimedia content, making learning more engaging and fun.
- (ii) Gamification: Online learning platforms can incorporate game design elements, motivating students to learn and engage with course material.
- (iii) Real-time feedback: Students can receive real-time feedback on their progress, motivating them to improve their performance.

2.6 Role of the Internet on Students Performance in Tertiary Institutions

The internet has transformed the way students access information, engage with academic content, and perform in their studies. In tertiary institutions, where independent learning, critical thinking, and academic research are essential, the internet plays a dual role acting as both a catalyst for improved reading performance and, in some cases, a barrier. Understanding these roles is crucial in evaluating how the internet shapes student success in higher education.

(i) Enhancing Access to Reading Materials

One of the most significant contributions of the internet is the unlimited access to diverse reading resources. Unlike the traditional library system, which may be limited by space and budget, the internet offers a wide range of academic materials including:

- E-books
- Online journals
- Lecture notes
- Case studies

- Open Educational Resources (OER)

This ease of access allows students to find materials relevant to their courses without the limitations of physical textbooks or library opening hours. As a result, students can read more widely and deeply, which contributes to improved understanding and academic performance.

(ii) Supporting Self-Paced and Personalized Learning

The internet enables students to learn at their own pace, revisiting difficult concepts and exploring additional readings based on their individual interests and weaknesses. Platforms like YouTube, Coursera, and Khan Academy allow students to access explanations, video tutorials, and supplementary texts.

This personalized learning environment helps students develop a positive attitude toward reading, since they are not forced into a one-size-fits-all approach. Students who were once passive readers are now able to take charge of their own academic growth.

(ii) Encouraging Collaborative Reading and Knowledge Sharing

Online forums, group chats, and academic discussion platforms (like Google Classroom, WhatsApp study groups, and academic blogs) facilitate collaborative reading and knowledge exchange. Students can discuss texts, summarize readings, and share perspectives in ways that were not possible before the internet era.

Such collaboration:

- Promotes peer learning.

- Increases engagement with reading materials.
- Helps students to interpret texts from multiple viewpoints.

This enhances comprehension and improves critical reading skills, both of which are vital to academic performance.

(iv) Improving Research and Analytical Skills

The internet provides access to a wide array of academic databases and scholarly articles. As students use these sources, they learn how to:

- Evaluate the credibility of information.
- Compare and contrast different academic views.
- Synthesize information from multiple sources.
- Cite and reference materials correctly.

These activities are all reading-based and essential to academic writing and performance. A student who regularly uses internet resources is likely to have stronger analytical skills and a broader knowledge base than one who does not.

(v) Promoting Digital Literacy and Reading Efficiency

Through regular online reading, students develop digital literacy—the ability to efficiently find, read, and understand information in digital formats. This includes:

- Skimming through search engine results.
- Using advanced search techniques.
- Navigating online libraries.

Improved digital literacy contributes to faster and more targeted reading, helping students manage their academic workload effectively. This skill is especially important in higher education, where students are expected to read extensively in a limited amount of time.

(vi) Encouraging Reading through Multimedia Support

The internet supports reading with multimedia tools that make reading more interactive and less monotonous. For example:

- Audio versions of books (audiobooks).
- Video summaries of academic texts.
- Infographics and visual aids that explain complex ideas.

These tools make academic reading more enjoyable and accessible, especially for students with learning difficulties or limited attention spans. In turn, this positively influences comprehension and retention, improving overall performance.

(vii) Distractions and Decline in Deep Reading

Despite its many benefits, the internet can negatively affect reading performance when misused or overused for non-academic purposes. Some of the negative roles include:

- Distractions from social media and entertainment websites.
- Short attention spans due to excessive skimming and multitasking.
- Overdependence on summaries, reducing in-depth reading and analysis.

These habits can lead to shallow understanding of academic content, which affects performance in exams, assignments, and discussions.

(viii) Shaping Reading Preferences and Habits

The internet shapes what and how students read. Many students now prefer shorter articles, blog posts, or videos over lengthy textbooks. While this can help students grasp concepts quickly, it may also limit their ability to engage with more complex texts.

In the long term, this shift in reading preferences could either improve performance (through better engagement and updated materials) or reduce it (if students avoid rigorous academic texts).

The internet plays a pivotal role in shaping student reading performance in tertiary institutions. It provides access to a wealth of knowledge, promotes personalized learning, and enhances research capabilities. However, without proper guidance and discipline, it can also lead to distractions and weaken students' ability to engage in deep, critical reading.

To harness the positive impact of the internet, institutions must educate students on responsible usage, integrate digital reading strategies into the curriculum, and encourage a balance between online and traditional reading materials. When used effectively, the internet becomes a powerful ally in improving student reading performance and academic success.

2.7 Challenges facing Students Performance through Internet in Tertiary Institutions

In the digital age, the internet has become a powerful tool for enhancing learning and academic performance in tertiary institutions. It offers access to a wide range of educational resources, facilitates communication between students and lecturers, and supports online learning platforms. However, despite its many benefits, the use of the internet for academic purposes is not without challenges. Several factors hinder students from maximizing the full potential of internet resources, thereby affecting their academic performance.

Although the internet has revolutionized access to information and learning resources, student in tertiary institutions often face several challenges when using it for academic reading. These challenges can undermine the effectiveness of learning and hinder the development of strong reading habits. Understanding these barriers is essential for improving digital learning experiences and academic performance.

Jones (2017) stated some challenges facing students reading through the internet in tertiary institutions:

1. Poor Internet Connectivity and Infrastructure

One of the major challenges students face is poor or inconsistent internet connectivity. In many tertiary institutions, especially in developing countries, the internet infrastructure is either outdated, limited, or unreliable. Slow internet speeds and frequent network interruptions make it difficult for students to access online

lectures, download educational materials, or participate in virtual discussions. These limitations disrupt learning activities and lead to frustration among students, thereby affecting their overall academic performance.

2. High Cost of Internet Access

Another significant issue is the cost of accessing the internet. In regions where data plans are expensive or where students have limited financial resources, it becomes difficult to afford the constant internet connection required for online research, virtual learning platforms, or assignment submissions. This digital divide creates inequality among students, with those from wealthier backgrounds enjoying more access to educational opportunities than their less privileged counterparts.

3. Distractions and Non-Academic Use of the Internet

While the internet offers numerous educational benefits, it is also a source of distraction. Many students spend considerable time on social media, online gaming, entertainment websites, and chatting platforms, often during study hours. This misuse of internet access diverts attention from academic work, reduces productivity, and leads to poor time management. The temptation to focus on non-academic content rather than educational tasks is a growing concern in many tertiary institutions.

4. Lack of Digital Literacy and Research Skills

Not all students possess the necessary skills to use the internet effectively for academic purposes. Some lack digital literacy and do not know how to navigate academic databases, verify credible sources, or use online research tools efficiently. As

a result, they may rely on outdated or unreliable information, affecting the quality of their assignments and research projects. Additionally, unfamiliarity with virtual learning platforms can hinder participation in online classes and academic forums.

5. Limited Availability of Educational Resources Online

In some cases, relevant academic materials may not be easily accessible online. This could be due to the unavailability of certain textbooks, journals, or research articles in digital format. Subscription-based academic platforms often restrict access to premium content unless institutions or individuals can afford to pay. This limits the scope of learning for students who rely solely on internet-based materials for their studies.

6. Cybersecurity Threats and Online Safety Concerns

The online environment also exposes students to various cybersecurity threats. These include hacking, phishing, identity theft, and exposure to malicious content or software. Some students may fall victim to internet scams or cyberbullying, which can create psychological stress and negatively impact their ability to concentrate on academic work. Without proper training on safe internet practices, students remain vulnerable in digital learning spaces.

7. Unreliable Power Supply

In many regions, irregular electricity supply continues to hinder students' access to the internet. Without a stable power supply, students cannot charge their devices or remain connected for long periods. This challenge makes it difficult to attend online classes, conduct research, or meet assignment deadline particularly for students who live off-campus or in rural areas.

8. Limited Support from Lecturers and Institutions

Another major challenge is the limited support students receive in using internet tools for academic purposes. Some lecturers are not well-versed in online teaching methods and may not effectively utilize digital platforms. Similarly, institutions may lack clear guidelines, training programs, or digital support centers to help students navigate internet-based learning. This lack of support can hinder students from benefiting fully from digital education.

9. Psychological Overload and Information Fatigue

The vast amount of information available on the internet can overwhelm students. They may struggle to filter through large volumes of content, leading to confusion and difficulty in identifying what is relevant. Constant exposure to digital content without breaks can also cause mental fatigue, stress, and a decline in academic focus.

Although the internet has the potential to revolutionize education and improve students' academic performance in tertiary institutions, various challenges stand in the way of realizing this goal. Issues such as poor connectivity, high data costs, distractions, and lack of digital skills continue to affect how effectively students use the internet for learning. To overcome these challenges, stakeholders in the education sector must invest in better infrastructure, digital training, affordable access, and institutional support to ensure that the internet serves as a tool for academic excellence rather than a barrier.

2.9 Consequences and Solution of Excessive Internet Usage

In today's digital age, the internet has become a vital tool for education, communication, and entertainment. However, excessive and uncontrolled internet usage among students especially those in tertiary institutions can result in negative academic, psychological, and social consequences. Understanding these consequences, along with practical solutions, is crucial for helping students develop healthy and productive internet habits.

Excessive internet usage can have serious consequences for students, including:

- (i) **Decreased academic achievement:** Students who spend excessive time online particularly on non-academic platforms tend to neglect their studies. Excessive internet usage can also lead to decreased academic achievement, as students are not developing the critical thinking and analytical skills necessary for success. This can lead to grades decline, and students may struggle to meet academic expectations, leading to stress and reduced motivation.
- (ii) **Reduced social skills:** Prolonged online engagement can lead to internet addiction a condition where individuals feel compelled to stay online, often losing control of their usage time. Excessive internet usage can also reduce social skills, as students spend more time interacting with screens and less time interacting with peers and family members.

- (iii) Increased risk of addiction: Excessive internet usage can increase the risk of addiction, as students become increasingly reliant on the internet for entertainment, socialization, and information.
- (iv) Poor Reading Habits: Excessive internet use, especially on social media, entertainment sites, and messaging apps, weakens students' focus and patience for reading lengthy academic texts. Students develop a habit of skimming and scanning, which reduces comprehension and critical thinking. The preference for short-form content affects their ability to engage with scholarly materials.
- (v) Physical Health Challenges: Excessive screen time is associated with various health issues, especially among students who sit for long hours with minimal physical activity. Excessive usage of internet can cause eye strain (computer vision syndrome), headaches and fatigue, poor posture and back pain, and sedentary lifestyle-related issues like obesity.
- (vi) Exposure to Inappropriate or Harmful Content: Unrestricted internet use can expose students to content that is violent, sexually explicit, or misleading. This can cause moral and ethical decay, formation of distorted worldviews and reduced academic seriousness.
- (vii) Distraction and Poor Time Management: Students may lose track of time due to online distractions like YouTube, TikTok, WhatsApp, or online gaming. This can cause inability to prioritize tasks, missed deadlines, chronic procrastination, and ineffective study routines

- (viii) **Reduced Face-to-Face Communication Skills:** Spending too much time on digital platforms may cause students to rely heavily on virtual communication. The student will be weak in interpersonal and verbal communication skills, social anxiety in real-life settings, and difficulty expressing ideas in group discussions or presentations

Solutions to the Problem

To address the problem of excessive internet usage and its impact on students' reading habits, several solutions can be implemented, including:

- (i) **Digital literacy education:** Educators can provide students with digital literacy education, teaching them how to effectively evaluate online sources and use the internet in a responsible and productive manner.
- (ii) **Internet monitoring and restriction:** Parents and educators can monitor and restrict internet usage, setting limits on the amount of time students spend online and blocking access to distracting websites and apps.
- (iii) **Promoting reading and literacy:** Educators can promote reading and literacy, encouraging students to engage with complex texts and develop their critical thinking and analytical skills.
- (iv) **Encouraging physical activity and outdoor play:** Parents and educators can encourage physical activity and outdoor play, providing students with alternative activities to internet usage.

- (v) **Counseling and Mental Health Support:** Schools should offer counseling services to help students struggling with internet addiction or related mental health issues. They can also create awareness about internet addiction symptoms, provide therapy or group support sessions and offer confidential, student-friendly help lines or wellness centers.
- (vi) **Engage in Physical and Social Activities:** Students should be encouraged to participate in sports, clubs, volunteer work, and social events. These reduce screen time and foster face-to-face relationships, help students stay mentally and physically active and improves social skills, emotional balance, and overall well-being.
- (vii) **Institutional Policies on Internet Use:** Tertiary institutions should develop acceptable-use policies and set clear guidelines on digital conduct, like; monitor internet use in computer labs or libraries, integrate digital responsibility into orientation and coursework and reward students who model healthy online behavior.
- (viii) **Use of Website Blockers and Parental Controls:** To reduce distraction, students can install apps or browser extensions that block access to non-academic sites during study hours. Examples: Cold Turkey, Freedom, StayFocusd. Parental or institutional network filters can also restrict harmful content.

While the internet is an indispensable educational tool, excessive and uncontrolled usage can have serious consequences on students' academic performance, reading habits, mental health, and social skills. However, with the right strategies such as digital literacy training, time management, counseling, and promoting balanced lifestyles students can learn to harness the internet positively without falling victim to its distractions and dangers.

The goal is not to eliminate internet use but to cultivate responsible, purposeful, and balanced digital habits that support learning, well-being, and personal development in tertiary education settings.

CHAPTER THREE

METHODOLOGY

This chapter deals with the procedures and methods used for obtaining the data required for analysis and completion of this research work.

3.1 Instrument Used

The researcher designed a questionnaire to be used for the collection of data from the case study. A questionnaire was used because it permits a much larger sampling giving room for arrangement of the relevant points. It reduces the risk of possible error as can exist in structured interview. The questionnaire method allowed the researcher present the questions orderly for the respondent's consideration. The items in the questionnaire are placed on four points rating scale of "SA-Strongly Agree 4, A-Agree 3, D-Disagree 2, and SD-Strongly Disagree 1" respectively.

3.2 Population of the Study

The population for this research work which sample will be selected from the students of University of Ilorin, Ilorin and Al-Hikman University, Ilorin. A total number of 30 staff was given copies of the questionnaire.

3.3 Sample and Sampling Techniques

To obtain appropriate data needed for this study, the researcher made sure that the population consisted of people who possess the required information needed to complete this work and those who would be willing to respond objectively.

As a result, the population chosen comprises students of University of Ilorin, Ilorin and Al-Hikman University, Ilorin. The number of student sampled was 30.

3.4 Distribution and Collection of Data

Thirty copies of the questionnaire were produced and distributed, 15 copies were distributed at University of Ilorin, Ilorin and 15 copies were distributed at Al-Hikman University, Ilorin, making a total number of 30.

3.5 Reliability

The researcher first tested the instrument in order to make sure the instrument elicited the desired responses from the respondents. The instrument used in this research work is reliable, as the question method will reveal information from the case study.

3.6 Validity

In order to be sure that the instrument measures what it is supposed to, it was given to two lectures in Office Technology and Management Department. These lecturers critically examined the items of the instrument with respect to their fitness for the purpose of this study and accepted its use for the study.

3.7 Method of Data Analysis

The data collected through the questionnaire were analyzed manually, using tables and percentage. The analyses are presented in the next chapter.

CHAPTER FOUR

DATA ANALYSIS

4.1 Introduction

The data collected through questionnaire by the researcher are presented and analyzed in this chapter. As stated in chapter three, twenty questionnaires were distributed and twenty were returned. The figures were converted to 100%. Analysis of data to answer the research questions were conducted and presented in tables as follows.

4.2 Results

Table 4.1: The internet has improved students access to academic materials for reading.

Options	No. of Respondents	Percentage (%)
Strongly Agree	23	77
Agree	07	23
Disagree	00	0.00
Strongly Disagree	00	0.00
Total	30	100

Sources: Researcher's fieldwork, 2025

Table 4.1 above showed that, 23 (77%) of the respondents strongly agreed that the internet has improved students access to academic materials for reading 7 (23%) of the respondents agreed, while there were no responses disagreed and strongly disagreed.

Respectively this implies that, the internet has improved students access to academic materials for reading.

Table 4.2: Students prefer reading online articles to printed textbook.

Options	No. of Respondents	Percentage (%)
Strongly Agree	18	60
Agree	07	23
Disagree	03	10
Strongly Disagree	02	7
Total	30	100

Sources: Researcher's fieldwork, 2025

Table 4.2 revealed that, 18 (60%) of the respondents strongly agreed, 7 (23%) agreed, that student prefer reading online articles to printed textbooks while 3 (10%) of the respondents disagreed and 2 (7%) strongly disagreed.

This implied that students prefer reading online articles to printed textbooks.

Table 4.3: The use of the internet has reduced the time students spend reading academic materials.

Options	No. of Respondents	Percentage (%)
Strongly Agree	20	67
Agree	06	20
Disagree	03	10
Strongly Disagree	01	3
Total	30	100

Sources: Researcher's fieldwork, 2025

Table 4.3 reveal that, 20 (67%) of the respondents strongly agreed, 5 (20%) agreed, 3 (15%) disagreed and 2 (10%) of the respondent strongly disagreed with the statement that the use of the internet has reduced the time students spend reading academic materials.

This implied that use of the internet has reduced the time students spend reading academic materials.

Table 4.4: Social media platforms distract students from academic performance

Options	No. of Respondents	Percentage (%)
Strongly Agree	15	50
Agree	10	33
Disagree	05	17
Strongly Disagree	00	0.00
Total	30	100

Sources: Researcher's fieldwork, 2025

Table 4.4 reveal that, 15 (50%) of the respondents strongly agreed, 5 (33%) agreed while 5 (17%) of the respondent disagreed with the statement that Social media platforms distract students from academic performance.

Therefore, it is clear that Social media platforms distract students from academic performance.

Table 4.5: E-books are more convenient for students than printed books.

Options	No. of Respondents	Percentage (%)
Strongly Agree	14	47
Agree	12	40
Disagree	03	10
Strongly Disagree	01	3
Total	30	100

Sources: Researcher's fieldwork, 2025

Table 4.5 revealed that, 14 (47%) and 12 (40%) of the respondents strongly agreed and agreed that e-books are more convenient for students than printed book, while 3 (10%) and 1 (3%) of the respondent disagreed and strongly disagreed respectively.

This implied that E-books are more convenient for students than printed books.

Table 4.6: The internet has increased student's ability to complete academic assignments effectively.

Options	No. of Respondents	Percentage (%)
Strongly Agree	15	50
Agree	07	23
Disagree	05	17
Strongly Disagree	03	10
Total	30	100

Sources: Researcher's fieldwork, 2025

Table 4.6 revealed that, 15 (50%) of the respondents strongly agreed, 7 (23%) agreed that internet has increased student's ability to complete academic assignment effectively, while 5 (17%) of the respondents disagreed and 3 (10%) strongly disagreed.

It shows that the internet has increased student's ability to complete academic assignments effectively.

Table 4.7: Students often rely on summaries or short notes found online instead of reading full textbooks.

Options	No. of Respondents	Percentage (%)
Strongly Agree	12	40
Agree	08	27
Disagree	06	20
Strongly Disagree	04	13
Total	30	100

Sources: Researcher's fieldwork, 2025

Table 4.7 revealed that, 12 (40%) of the respondents strongly agreed, 8 (27%) agreed that student rely on summaries or short notes found online instead of reading full textbooks, while 6 (20%) and 4 (13%) of the respondents disagreed and strongly disagreed respectively.

Therefore, it is acceptable that students often rely on summaries or short notes found online instead of reading full textbooks.

Table 4.8: The internet helps students stay updated with the latest research in their field of study.

Options	No. of Respondents	Percentage (%)
Strongly Agree	11	36
Agree	09	30
Disagree	05	17
Strongly Disagree	05	17
Total	30	100

Sources: Researcher's fieldwork, 2025

Table 4.8 revealed that, 11 (36) of the respondents strongly agree, 9 (30%) agree, while 5 (17%) and 5 (17%) of the respondents disagree and strongly disagreed with the notion that the internet helps students stay updated with the latest research in their field of study.

Therefore, it is clear that the internet helps students stay updated with the latest research in their field of study performance.

Table 4.9: Online reading has enhanced students understanding of complex academic topics.

Options	No. of Respondents	Percentage (%)
Strongly Agree	15	50
Agree	10	33
Disagree	03	10
Strongly Disagree	02	7
Total	30	100

Sources: Researcher's fieldwork, 2025

Table 4.9 revealed that, 15 (50%) of the respondents strongly agreed, 10 (33%) agreed that online reading has enhanced students understanding of complex academic topics, while 3 (10%) and 2 (7%) of the respondents disagreed and strongly disagreed respectively.

This implied that online reading has enhanced students understanding of complex academic topics.

Table 4.10: Students find it difficult to concentrate when reading lengthy materials online.

Options	No. of Respondents	Percentage (%)
Strongly Agree	15	50
Agree	07	23
Disagree	05	17
Strongly Disagree	03	10
Total	30	100

Sources: Researcher's fieldwork, 2025

Table 4.10 revealed that, 15 (50%) and 7 (23%) of the respondents strongly agreed and agreed that students find it difficult to concentrate when reading lengthy materials online, while 5 (17%) and 3 (10%) of the respondents disagreed and strongly disagreed respectively.

This means that majority agreed that students find it difficult to concentrate when reading lengthy materials online.

Table 4.11: The internet has encouraged students to read more diverse topics beyond their academic curriculum.

Options	No. of Respondents	Percentage (%)
Strongly Agree	20	67
Agree	04	13
Disagree	03	10
Strongly Disagree	03	10
Total	20	100

Sources: Researcher's fieldwork, 2025

Table 4.11 revealed that, 20 (67%) and 4 (13%) of the respondents strongly agreed and agreed while 3 (10%) and 3 (10%) of the respondents disagreed and strongly disagreed that The internet has encouraged students to read more diverse topics beyond their academic curriculum.

From this point view, we will discover that The internet has encouraged students to read more diverse topics beyond their academic curriculum.

Table 4.12: Students often procrastinate on academic reading due to excessive time spent on non-academic internet activities.

Options	No. of Respondents	Percentage (%)
Strongly Agree	15	50
Agree	09	30
Disagree	04	13
Strongly Disagree	02	7
Total	30	100

Sources: Researcher's fieldwork, 2025

Table 4.12 revealed that, 15 (50%) and 9 (30%) of the respondents strongly agreed and agreed that student often procrastinate on academic reading due to excessive time spent on non-academic internet activities, while 4 (13%) and 2 (7%) of the respondent disagreed and strongly disagreed respectively.

Therefore, it is clear that students often procrastinate on academic reading due to excessive time spent on non-academic internet activities.

Table 4.13: The availability of academic resources online has reduced the frequency of students visits to the library.

Options	No. of Respondents	Percentage (%)
Strongly Agree	18	60
Agree	07	23
Disagree	03	10
Strongly Disagree	02	7
Total	30	100

Sources: Researcher's fieldwork, 2025

Table 4.13 revealed that, 18 (60%) of the respondents strongly agreed, 7 (23%) agreed, 5 (25%), while 3 (10%) and 2 (7%) of the respondents disagreed and strongly disagreed that the availability of academic resources online has reduced the frequency of students visits to the library.

This implied that the availability of academic resources online has reduced the frequency of students visits to the library.

Table 4.14: Online discussions and forums have positively influenced students academic performance.

Options	No. of Respondents	Percentage (%)
Strongly Agree	12	40
Agree	08	27
Disagree	03	10
Strongly Disagree	02	3
Total	30	100

Sources: Researcher's fieldwork, 2025

Table 4.14 revealed that, 12 (40%) and 8 (27%) of the respondents strongly agreed and agreed that Online discussions and forums have positively influenced students academic performance, while 3 (10%) and 2 (7%) of the respondents disagreed strongly disagreed respectively.

From this analysis this showed that Online discussions and forums have positively influenced students academic performance.

Table 4.15: Internet-based reading materials are often not as detailed as printed resources.

Options	No. of Respondents	Percentage (%)
Strongly Agree	15	50
Agree	09	30
Disagree	03	10
Strongly Disagree	03	10
Total	30	100

Sources: Researcher's fieldwork, 2025

Table 4.15 revealed that, 15 (50%) of the respondents strongly agreed, 9 (30%) agreed, while 3 (10%) and 3 (10%) of the respondents disagreed and strongly disagreed that Internet-based reading materials are often not as detailed as printed resources.

This implied that the majority agreed that Internet-based reading materials are often not as detailed as printed resources.

Table 4.16: Students find it easier to read shorter materials online than longer, detailed ones.

Options	No. of Respondents	Percentage (%)
Strongly Agree	20	67
Agree	07	23
Disagree	02	7
Strongly Disagree	01	3
Total	30	100

Sources: Researcher's fieldwork, 2025

Table 4.16 revealed that, 20 (67%) and 7 (23%) of the respondent strongly agreed and agreed that students find it easier to read shorter materials online than longer, detailed ones, while 2 (7%) and 1 (3%) of the respondents disagreed and strongly disagreed respectively.

Therefore, it is clear that they find it easier to read shorter materials online than longer, detailed ones.

Table 4.17: The internet has improved students' academic writing and research skills through reading online resources.

Options	No. of Respondents	Percentage (%)
Strongly Agree	15	50
Agree	12	40
Disagree	03	10
Strongly Disagree	00	0.00
Total	30	100

Sources: Researcher's fieldwork, 2025

Table 4.17 revealed that, 15 (50%) strongly agreed, 12 (40%) agreed, while 3 (10%) of the respondents disagreed that the internet has improved students' academic writing and research skills through reading online resources.

This implied that the internet has improved students' academic writing and research skills through reading online resources

Table 4.18: Students feel overwhelmed by the excessive amount of information available on the internet.

Options	No. of Respondents	Percentage (%)
Strongly Agree	18	60
Agree	12	40
Disagree	00	0.00
Strongly Disagree	00	0.00
Total	30	100

Sources: Researcher's fieldwork, 2025

Table 4.18 revealed that, 18 (60%) of the respondents strongly agreed, 12 (40%) agreed that students feel overwhelmed by the excessive amount of information available on the internet, while there was no response for these options, disagreed and strongly disagreed.

It can be seen that students feel overwhelmed by the excessive amount of information available on the internet.

Table 4.19: Students reading speed and comprehension have improved due to internet-based reading materials.

Options	No. of Respondents	Percentage (%)
Strongly Agree	16	53
Agree	05	17
Disagree	06	20
Strongly Disagree	03	10
Total	30	100

Sources: Researcher's fieldwork, 2025

Table 4.19 revealed that, 16 (53%) and 5 (17%) of the respondents strongly agreed and agreed that students reading speed and comprehension have improved due to internet-based reading materials, while 6 (20%) and 3 (10%) of the respondents disagreed and strongly disagreed respectively.

This proves that reading speed and comprehension have improved due to internet-based reading materials.

Table 4.20: Students rely more on the internet than lecturers or physical books for academic knowledge.

Options	No. of Respondents	Percentage (%)
Strongly Agree	14	47
Agree	08	27
Disagree	04	13
Strongly Disagree	04	13
Total	30	100

Sources: Researcher's fieldwork, 2025

Table 4.19 revealed that, 14 (47%) and 8 (27%) of the respondents strongly agreed and agreed that students rely more on the internet than lecturers or physical books for academic knowledge, while 4 (13%) and 4 (13%) of the respondents disagreed and strongly disagreed with the statement.

It is clear that the filing system ensures transparency and accountability in document management.

CHAPTER FIVE

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

This chapter summarizes the findings of the study, draws conclusions based on the findings, and provides recommendations for stakeholders.

5.2 Summary

The study investigated The Impact of Internet on the performance of Students in Tertiary Institution in Nigeria. The findings of the study are summarized as follows:

The majority of students in tertiary institutions in Nigeria have access to the internet and use it frequently for academic and non-academic purposes.

The internet has a significant positive impact on students' academic performance, research skills, and access to information.

However, excessive internet usage is associated with decreased academic performance, increased risk of internet addiction, and decreased social skills.

Students' perceptions of the internet's impact on their academic performance and social relationships vary significantly.

5.3 Conclusion

The study concludes that the internet has a significant impact on students in tertiary institutions in Nigeria. While the internet provides numerous benefits for students, excessive usage can have negative consequences. Therefore, it is essential for stakeholders to promote responsible internet usage and provide support for students to develop healthy internet habits.

5.3 Recommendations

Based on the findings of the study, the following recommendations are made:

1. Tertiary institutions in Nigeria should develop and implement policies that promote responsible internet usage among students.
2. Students should be educated on how to use the internet effectively and responsibly.
3. Parents and guardians should be involved in monitoring and guiding students' internet usage.
4. Tertiary institutions should provide counseling services to support students who may be struggling with internet addiction or other related issues.
5. Further research should be conducted to investigate The Impact of Internet on the performance of Students in Tertiary Institution in Nigeria, particularly in relation to internet addiction and social relationships.

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APPENDIX 1

KWARA STATE POLYTECHNIC ILORIN INSTITUTE OF INFORMATION AND COMMUNICATION TECHNOLOGY DEPARTMENT OF OFFICE TECHNOLOGY AND MANAGEMENT

Dear respondent,

I am a student in the Department of Office Technology and Management, Institute of Information and Communication Technology, Kwara State Polytechnic, Ilorin. I am at present conducting research and writing a project on **THE IMPACT OF INTERNET ON THE PERFORMANCE OF STUDENTS IN TERTIARY INSTITUTION.**

The exercise is important in partial fulfillment of the requirements for the award of Higher National Diploma in Office Technology and Management of the institution.

Rest assured that the researcher ethics of anonymity and confidentiality will be strictly adhered to.

Yours faithfully

**ADEBISI ABIGAIL TEMITOPE
HND/23/OTM/FT/0028**

APPENDIX II

**KWARA STATE POLYTECHNIC, ILORIN
INSTITUTE OF INFORMATION AND COMMUNICATION TECHNOLOGY
DEPARTMENT OF OFFICE TECHNOLOGY AND MANAGEMENT**

Dear Sir/Madam

RESEARCH QUESTIONNAIRE

This questionnaire is designed to solicit information from you on **“The Impact of Internet on the performance of Students in Tertiary Institution.”** kindly complete the questions below. Please you are assured that information supplied will be treated with utmost confidentiality.

Yours faithfully

**ADEBISI ABIGAIL TEMITOPE
HND/23/OTM/FT/0028**

QUESTIONNAIRE

- [illegible]

7. Students often rely on summaries or short notes found online instead of reading full textbooks.
- (a) Strongly Agree () (b) Agree ()
(c) Disagree () (d) Strongly Disagree ()
8. The internet helps students stay updated with the latest research in their field of study.
- (a) Strongly Agree () (b) Agree ()
(c) Disagree () (d) Strongly Disagree ()
9. Online reading has enhanced students understanding of complex academic topics.
- (a) Strongly Agree () (b) Agree ()
(c) Disagree () (d) Strongly Disagree ()
10. The internet has encouraged students to read more diverse topics beyond their academic curriculum.
- (a) Strongly Agree () (b) Agree ()
(c) Disagree () (d) Strongly Disagree ()
11. Students find it difficult to concentrate when reading lengthy materials online
- (a) Strongly Agree () (b) Agree ()
(c) Disagree () (d) Strongly Disagree ()

12. Students often procrastinate on academic reading due to excessive time spent on non-academic internet activities.
- (a) Strongly Agree () (b) Agree ()
- (c) Disagree () (d) Strongly Disagree ()
13. The availability of academic resources online has reduced the frequency of students visits to the library.
- (a) Strongly Agree () (b) Agree ()
- (c) Disagree () (d) Strongly Disagree ()
14. Online discussions and forums have positively influenced students' academic performance.
- (a) Strongly Agree () (b) Agree ()
- (c) Disagree () (d) Strongly Disagree ()
15. Internet-based reading materials are often not as detailed as printed resources
- (a) Strongly Agree () (b) Agree ()
- (c) Disagree () (d) Strongly Disagree ()
16. Students find it easier to read shorter materials online than longer, detailed ones.
- (a) Strongly Agree () (b) Agree ()
- (c) Disagree () (d) Strongly Disagree ()

17. Students feel overwhelmed by the excessive amount of information available on the internet.
- (a) Strongly Agree () (b) Agree ()
- (c) Disagree () (d) Strongly Disagree ()
18. The internet has improved students' academic writing and research skills through reading online resources.
- (a) Strongly Agree () (b) Agree ()
- (c) Disagree () (d) Strongly Disagree ()
19. Students reading speed and comprehension have improved due to internet-based reading materials.
- (a) Strongly Agree () (b) Agree ()
- (c) Disagree () (d) Strongly Disagree ()
20. Students rely more on the internet than lecturers or physical books for academic knowledge.
- (a) Strongly Agree () (b) Agree ()
- (c) Disagree () (d) Strongly Disagree ()